

Computer Assisted Instruction in the English Classroom:
A New Approach in Teaching To Kill A Mockingbird

An Honors Thesis (ID/ENG 499)

by

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Dedication

I know that it's not often that a Ball State Honors Thesis is "dedicated" to anyone or anything, but my Ball State experience has been so important to me during the past five years that there are some "significant others" (as Dr. Vander Hill would say) in my life that I really want to thank:

- * To my mom and dad, who have always been supportive of me in everything I've ever done or will do. I love you.
- * To one of my best friends and fellow "partners in English crime," Renee' Heflin -- it's been a great four years, and I'm really going to miss seeing you everyday. Good luck, you educator, you!
- * And, finally, to my mentor, Dr. Whitworth. My interest in education is really fueled by his own dedication to it, and his patience in my "procrastination" state was great. Thank you.

I. Introduction

English instruction in the typical high school classroom during the 1980s has turned into a large and seemingly impossible task. Today's students want often to be "entertained" and kept excited during their daily English period; that is, learning is not often their primary concern during the actual school day. And English teachers, although loaded with creative files and imaginative lessons, are still having problems motivating their students beyond the assumed social aspect of classroom life and into learning the essentials of writing, grammar, and literature. The solution to this not-so-recent problem lies not in either extreme, but in the "happy medium": exciting and meaningful activities which encourage active and on-task learning in and out of the classroom, which in turn fulfill teacher and school-wide curricular objectives as well as keep students intrigued, motivated, "entertained" -- and learning. My thesis project attempts to work from this so-called "happy medium" by using one of the major up and coming educational advancements of the 1980s, computer-assisted instruction (CAI).

II. Explanation

Although often thought of as an advancement tool for the math and science classroom, computers are emerging as the key to encouraging all levels of learners to achieve in English. CAI can help English teachers in several areas. First, computers can provide direct and active one-on-one interaction between the student and essential information being taught, whether it be concerned with the task of reading or writing (Anderson-Inman, 23). Second, CAI also provides variety and a unique, almost individual approach which often encourages more enthusiasm and student participation in the classroom setting (Leonardi, 45). Finally, CAI, despite its machine origins and seemingly impersonal manner, actually helps students to create new ideas and expand on old ones simply by using computer-revised theoretical models (i.e., Aristotle's rational thinking model) (Burns, Stimulating Thinking with Computer Technology, 31).

English especially seems to benefit from this in the areas of improving and being creative in writing and in reading and understanding literature. Despite what students and teachers believe, English teachers not only teach "the basics" of the language in order to create a better level of literacy and communication skill for individual students, but

they are also responsible for encouraging students to create their own ideas, using those same "basics" as a foundation; sometimes, though, these "basics" are taught through outdated, unusable means (Schwartz, 239). CAI, by challenging the personal thoughts and ideas of the individual student, can help that student build the necessary relationships between the basics and their application in the outside world.

CAI is a proven valuable tool in the English classroom: several schools all over the nation are not only purchasing CAI programs and other supplemental programs to complement their high school curricula, but just as many English teachers are also taking the initiative to write and create their own personal computer lessons (Schiffman, 27). One problem continues to exist, however, in the implementation of CAI in English classrooms; many teachers are still afraid of the advanced technology and complicated processes involved in using computers to create their own materials. Raymond Rodrigues states that the "promise of microcomputing" lies in the teachers' control and understanding of the system in order to create useful and exciting program options (1984). Until teachers can overcome this fear via experience, the "promise" Rodrigues speaks of will remain an empty one, and the learning opportunities being denied to teachers and students alike will remain unfulfilled.

Some form of CAI in the English classroom, no matter

what the current subject matter, will assist the teacher in dealing with the "extremes" in providing useful and fun activities for the students, as well as alleviating any teacher fears about using the computer in the classroom. If handled in this manner, CAI will become the norm, and professionals involved in this particular facet of English education will realize the benefits that CAI can create for the students and the learning experience.

III. Project Design

In order to fulfill my Honors Thesis requirement (ID/ENG 499), I have taken on the task of educating myself about computer programming and the use of CAI in the English classroom so that I can create a program which will help me to achieve the following:

1. Create an interesting, useful, and educational option for encouraging creativity and learning opportunities for potential English students in the areas of writing (both creative and expository) and other literature-related activities (character development, theme, etc.).
2. Allow for increased participation in all areas (class discussion, homework assignments, group work) from a wider variety of students because of

increased student awareness of the unit/lesson and ability through consistent use of CAI material.

I propose to achieve the above goals in the following manner:

1. Develop a computer program, using the Apple Super PILOT programming system, based on the novel To Kill A Mockingbird by Harper Lee. The program will consist of reading review questions and guidelines for creative projects to allow for students personally to review material from the novel in order to devote class time outside of the computer lab to higher-level cognitive work and discussion concerning the novel.
2. Develop a corresponding unit plan and individual lesson plans, including objectives, learning activities, an introductory computer "mini-unit," and evaluative measures in order to acquaint students to the computer materials and the actual literary material involved in this lesson.
3. Test the effectiveness of the review program by allowing volunteer high school students, fellow peers in the English program, and high school faculty to try out and evaluate the program.

IV. Conclusion

By following this plan, I hope to not only produce a product that will help prospective English teachers achieve a higher level of academic success in their classrooms, but I also hope to become more familiar with computers and the CAI development process: I feel that all present and future educators in English will need to be familiar with CAI development in order to maintain high rapport among students and professional peers. Although the beginnings of such a project may seem mechanical and uneasy to the teacher, once the initial CAI program is in place, it will be hard to replace the actual personal satisfaction gained from not only sharing a new concept of learning and teaching with English teachers, but also in the personal achievement from the developed program.

About Apple SuperPILOT

The basic programming device used in developing the CAI program for To Kill A Mockingbird is the Apple SuperPILOT program, developed by Apple Computer, Incorporated in Cupertino, California. SuperPILOT was designed with a simple principle in mind: more often than not, teachers know more about their given subject matter than about computer programming (Language Manual, 2), and SuperPILOT was developed to be a very simple programming tool which could be mastered after only a few hours of practice.

The earliest origins of the SuperPILOT program can be traced to the language Apple PILOT, which is a descendant of the language Common PILOT, developed at Western Washington University (Language Manual, 2). Since its inception in the early 1970s, the original PILOT program has undergone several revisions and extensions, developing into the more complex and powerful SuperPILOT program (Language Manual, 2). Apple SuperPILOT is the "best of both worlds," combining simplified, basic programming commands, appealing graphics, and sound capabilities into twenty-six basic instructions. Most of the instructions begin with a single-letter instruction name, which identifies the specific function to be performed. For example:

*The "Type" instruction is written T: or t:. Therefore, typing

T: What is your name?

as a program instruction will result in

What is your name?

appearing on the screen when the program is run.

Similar commands, such as A: (or a:) meaning "accept a student answer," or J: (or j:) meaning to "jump" (or create a loop in the program) also exist, as do several other commands which perform a variety of functions. A successful program in SuperPILOT merely consists of a correctly arranged sequence of questions, instructions, and executions. Once the programming language is mastered, it is easy to create many long, involved programs, or even short, simpler ones. Students who possess advanced computer skills may also find SuperPILOT a challenge, and may also want to try to create their own "computer masterpiece" with this simplified language.

Word Processing Options for Assignments

For all of the in-and-out-of-class assignments that students will complete for this unit, they will be required to use the word processing system available to them while working in the computer lab. The only exceptions to this rule are in recording answers from assignments directly off of the SuperPILOT review program (these assignments are usually due the next day in class, and it may be difficult for any number of students to complete these assignments in this manner), or in other teacher-determined assignments in which there is no real time or opportunity for them to complete the assignment on the word processor before it is due. There are several reasons for requiring word processing for this unit:

1. The students will gain more access and interpersonal experience on the computer system through a different medium.
2. Using a word processing program to complete assignments will allow for a more conscientious effort on the part of the students in the areas of neatness, correctness, and specificity.
3. Using a word processing system will encourage students to diligently work on and complete their

classwork during the lab times indicated; it will also give them incentive to use their class/lab time wisely and to their advantage, instead of wasting it in "off task" activities.

According to educators in the areas of English and other fields (Schiffman, 27, 29; Moran, 114), word processing allows for increased student productivity, lifelong computer literacy awareness and skills, and increased thinking skills as well as individual student performance changes in the areas of creativity, revision, and overall interest in the subject area.

Since time constraints may pose a problem for some students in finishing assignments, students will be encouraged to find time outside of class (i.e., study hall or after school, depending upon accessibility, or even using a personally-owned computer) to complete their work. Less motivated students will have to learn to use the time allotted for such activities more wisely than they may be used to.

As for selecting a word processing program for the students to use, there are several individual options from which to choose, depending on availability and personal preference of the students and/or teacher. Requiring only one specific word processing program may cause a problem, especially with those students who choose to use computer systems outside the required class time. The best option,

then, requires flexibility: the teacher should select one standard word processing program for all students to use in the classroom setting, and to instruct ALL students in the class in using it if they already do not know how to do so (Some popular and easily accessible choices for the Apple II include **Word Star** and **Appleworks**). From there, students can choose which word processing option they wish to pursue; they may also be allowed to switch options from assignment to assignment if they wish. The key to the whole word processing experience is simply in **exposure**; once any person has access to a word processing system, it is very hard to get them to use anything else!

Orientation for Students New to the AppleII Computer

As in any other educational milieu, it is best to assume that all of the students in the class have little or no prior knowledge of computer systems before they enter the computer lab for this unit. Of course, with the recent evolution of required computer programming classes in most schools, this is probably not an accurate picture; therefore, the best way to assess individual experience is to administer a computer literacy survey (either one of the teacher's own design, or the one included in the **In-and-Out-of-Class Activities** section). Once the teacher has a good idea of where each student is on the computer literacy level, then he/she can proceed in developing an orientation program for the class which will benefit those advanced in computer training, as well as those too scared to even touch the "on" switch.

The computer lab orientation for this particular unit will occur on days three and four of the unit, with the class split into its two-group mode on both of these days. The basic plan for those two days will be to allow the students to learn about the system by using the Apple Presents...Apple program (an introductory program for all people unfamiliar with the system) and a step-by-step "how to" worksheet (also in the "activities" section) on an individual basis. Each student will be able to do as much or as little of the

program and worksheet set as he/she wishes, depending on his/her previous experience and expertise. The major incentive for completing this section of the orientation will be a 20-point quest given on day five of the unit, as well as taking a participation grade on the completed worksheet.

The second and final part of the orientation for the computer lab work will be in teacher instruction and personal experimentation with the SuperPILOT review program over To Kill A Mockingbird, as well as over the word processing program that will be used to complete class assignments. This segment of instruction will not be tested formally; however, students' understanding and completion of the review assignments on the SuperPILOT program, as well as assignments done with a word processing system will be the main indicators of whether or not the students actually know what they are doing. If there is any indication as to whether students are confused on any section of the lab work, then the teacher is responsible for making sure that the computer system is better understood through more personalized help.

Unit Objectives

To Kill A Mockingbird

I. Literary Objectives

- A. To encourage student enjoyment and appreciation of reading contemporary literature.
- B. To increase student background knowledge on the subjects of love, prejudice, justice, hypocrisy, familial ties, and other forms of relationships developed in To Kill A Mockingbird.
- C. To build student discussion and questioning skills through all-class discussions, small-group discussions, independent study, quizzes, and oral questioning over the novel.
- D. To build student writing skills through a variety of essay and other creative assignments over several different sections of the novel.
- E. To show and build student relationships between the characters in the novel, the foundations of characterization within the novel, and the students themselves through the use of role plays and independent assignments.
- F. To develop and discuss the noticeable and subtle similarities and differences between the novel and the movie adaptation of the novel.

II. Computer Assisted Instruction Objectives

- A. To make students more aware of computers and their function in relation to developing questioning and review skills by studying the novel To Kill A Mockingbird.
- B. To introduce students unfamiliar with computers to their use through basic introductory techniques and continued use and practice using a CAI program for the novel.
- C. To challenge and further educate those students experienced with computers to learning more about them and their capabilities in the English classroom.
- D. To achieve a higher rate of understanding of the basic literary concepts within To Kill A Mockingbird through use of the review program and other related

classroom activities.

- E. To allow for more freedom in large and small-group discussion over topics in To Kill A Mockingbird because of better basic literary understanding through the review program.
- F. To encourage individual and group work to achieve a better understanding of the novel and the CAI review program as a whole.
- G. To improve individual quiz scores, activity scores, and test scores through incorporating the CAI review program within the overall To Kill A Mockingbird Unit.

III. Personal Objectives

- A. To keep the individual students and the class as a whole in control and on task during the class periods for which the unit takes place.
- B. To keep on schedule for the entire 25-day unit.
- C. To achieve at least 75% of the above-mentioned objectives in I and II.

Unit Activities

To Kill A Mockingbird

I. Principle Activities

- A. The first principle activity for the unit will be the reading and understanding of the concepts of the novel, To Kill A Mockingbird. This reading will mainly take place outside of class, with some class time being devoted to reading the book.
- B. The second principle activity will involve reviewing the reading material of To Kill A Mockingbird through the use of a computer program. The students will be given specific days during the unit in order to complete the review activities for the day's/week's corresponding chapters.

II. "Understanding" the Literary Significance of the Novel

- A. A majority of the days in the unit will be involved in teacher and student-led discussion over the major themes, concepts, characters, and events in To Kill A Mockingbird. This discussion will help to develop further a higher level of understanding in how these topics can be applied to the students' own lives and their understanding of other literary works.
- B. Ten days of the unit will be devoted to small group computer instruction and use, as well as independent and small group discussion and projects over the topics in To Kill A Mockingbird.
 - 1) The class will be split into two groups, and over a consecutive two-day period, each group will work on the computer review program or small group discussion or project work.
 - 2) The groups will switch places in the computer lab or the teacher-led discussion/ project work on the second day.
 - 3) The students will be given supplemental worksheet over basic computer use, and will be tested in order to determine progress and competency.
- C. Other activities based on the classroom work and the computer review program will also help in achieving better understanding of the concepts in the novel. They include:
 - 1) A short out-of-class essay activity over a

specific character within the novel in order to build student skills in developing a character based on literary clues.

- 2) Short in-class quizzes over a certain group of chapters in order to determine whether or not the student is actually reading the novel (In other words, they are **very** picky!).
- 3) Dramatic, in-class role plays over the trial sequence in the novel in order to build the students' verbal and physical communication skills.
- 4) A series of projects called "Creative Me" which will develop a variety of student literary skills on differing levels. Each student will be allowed much freedom in selecting and developing his/her projects. The instructions for the projects are given in-depth within the computer review program.
- 5) An in-class test, containing several objective and essay materials over the entire novel.
- 6) A viewing of the 1963 movie To Kill A Mockingbird in order to develop a closer relationship with the themes covered through the reading, discussion, and computer exercises, and to develop a further appreciation for the novel itself.

Note: Several of the activities will correspond and/or supplement the discussion topics covered in class.

Rationale: In-and-Out-of-Class Activities

The main purpose for including a variety of in-and-out-of-class activities for this unit of To Kill A Mockingbird is to provide each individual student ample opportunity to show that they are learning something about the unit through either highly-structured learning activities (quizzes, tests and essays) or through "less"-structured, more individualized activities (class and small-group discussions, "Creative Me" projects). A secondary, but no less-important, purpose for the activities is to see if the students are reading the novel in order to better accomplish these activities. Since the review program contains a large amount of basic plot and summary questions, it would be very easy for any of the students (especially those prone to not read assigned materials, if they can help it) to understand much of the storyline and other happenings in the novel just by doing the program questions. The following in-and-out-of-class activities not only serve to develop a better understanding of what is being read and discussed, but it will also "catch" those students who, at first, choose not to read, and then begin to do so, if not for curiosity's sake, then possibly for the sake of helping or even saving their grades.

Reading Assignments and Other Important Dates
for To Kill A Mockingbird

- *Chapters 1-3 for Day 2
- *Chapters 4-7 for Days 3 and 4
- *Chapters 8-9 for Day 6
- *Chapters 10-11 for Days 7 and 8
- *Chapters 12-13 for Day 10
- *Chapters 14-15 for Day 11
- *Chapters 16-18 for Day 14
- *Chapters 19-20 for Day 15
- *Chapters 21-22 for Day 16
- *Chapters 23-26 for Day 18
- *Chapters 27-28 for Day 19
- *Chapters 29-31 for Days 20 and 21

-Note: A review of materials cover throughout the novel
will also be done in these two days.

MAKEUP DAY: DAY 19 and/or Day 22

TEST on DAY 25

Movie (In-class) To Kill A Mockingbird on DAYS 23 and 24

"Creative Me" Project Due Dates: DAY 15
 DAY 20
 DAY 24

**UNANNOUNCED QUIZZES WILL ALSO TAKE PLACE!!

The class will be split into two groups. On DAYS 3 and 4, 7 and 8, 12 and 13, 16 and 17, and 21 and 22, the class will meet in these groups, and on alternating days, one group will be working in the computer lab on reviewing the novel and doing "Creative Me" projects on the word processor, while the other group meets with the teacher to work on class-led discussion and other individualized activities. ALL STUDENTS WILL BE REQUIRED TO WORK ON DAILY ASSIGNMENTS DURING THESE CLASS PERIODS. NO WORK FROM OTHER CLASSES WILL BE ALLOWED.

GOOD LUCK AND HAVE FUN!!

Rationale: Lecture and Discussion Activities

The purpose of the following lecture activities is to enrich the thought and creative processes of the students in the classroom through a series of divergent questions and discussions. Since the computer program on the Apple II computer covers a great deal of the plot and storyline, and the "Creative Me" activities cover the aspects of characterization and convention, classroom discussions will focus on topics that may not be otherwise. Some of the divergent topics, with sample questions, to be used in this unit include:

1. The theme of neighborhoods/neighbors (What kind of neighborhood do the Finches live in? What are their neighbors like? How is this neighborhood similar to your own? Are your personal childhood memories of your neighborhood at all like Scout's? Explain.)
2. The theme of family (How would you describe the Finch family in terms of the "1980s" family? How is their family like your family? How is it different?)
3. The theme of relationships (How does Scout and Jem's relationship with their father help them to better relate to the people of Maycomb? Do your parents serve a similar function? Explain. How can Scout

and Jem's school friendships compare to your own? Who are the Finch children's closest friends? Who are your closest friends? Why are they so close to you?))

Of course, the following "basic" themes will also be discussed during class time:

1. The theme of prejudice (What different types of prejudice exist in Maycomb? How are the Finch children affected by their knowledge of the prejudice toward Tom Robinson? Their father?)
2. The theme of love (Harper Lee meant for To Kill A Mockingbird to be a "simple" love story. How does she define love through her novel? How do the characters express love towards one another? What is your definition of love? Is it possible that it is different than everyone else's?)

Approximately one week will be allowed for each of the preceding topics in order to allow a complete and full discussion for each one without "overburdening" the students who are also busy with the other planned computer and non-computer activities.

Another in-class unit activity falls into the category of role play. The class will be assigned to small groups of 5-7 students, and will be given guidelines to follow so they

can construct a role play based on a scene or group of scenes from chapters 16-22. The groups will be encouraged to not just follow the storyline verbatim; in fact, they will be encouraged to be creative so that their own thoughts and feelings about the trial sequence will show through their acting. They will also be encouraged to review via the computer program those chapters with which the role play deals in order to "spark" specific memories from the chapters so that some factual recall does play a part in the construction of each role play. Role play assignments, as well as "teaching tips" for the role plays, can be found on the following two pages.

Finally, another "formal" assignment to be made in the unit (although it does not specifically fall under the "discussion" category) is a character essay. Each student will be required to complete this short writing assignment, as per the instructions given on the assignment sheet (found on page 26). This assignment will help the teacher not only determine individual student writing status before the "Creative Me" projects are started, but it will also show the teacher how well the student is progressing in terms of understanding the development of characters in the story, and

how each affects the novel. Again, the review program will be very helpful to the student in determining some specific characteristics or events about his/her chosen character. Moreover, the program will be helpful in the student writing a more accurate, interesting essay.

Lecture and Discussion Activities

A. In-Class Role Play Dramas: To Kill A Mockingbird

***Note:** Some of the role plays included for this lesson may require some "reading ahead" during the class period on the part of the students before they perform, since not all of the reading of the trial sequence may be completed by some of the students. Also, each role play group will consist of 4-6 students.

1. During the day of the trial, a local news reporter is conducting "man on the street" interviews to get the basic reactions of Maycomb citizens about the Tom Robinson case. Select one group member as the reporter, and have the other group members function as the interviewed citizens (these citizens can be "made up" characters or characters from the novel). **REMEMBER**, Maycomb County has both black and white, rich and poor citizens, so **BE CREATIVE** and adjust your roles accordingly.

2. Pretend that three group members are Jem, Scout, and Dill, and that the rest of the group members are the black spectators in the balcony of the courtroom. Act out a scene **SIMILAR** to the one in the novel (found on pages 164-168 and anywhere they are found between chapters 17-21). Be creative! Don't stick to a literal reading of the novel, but don't become outlandish and stray from the actual events.

3. Have two group members serve as the lawyers (Atticus and Mr. Gilmer) and the rest of the group members serve as a small-scale jury. Act out the scene of the closing statements of the trial (found on pages 204-208). Don't try to literally act out every line, but add some creative touches which help to convey personal and group feelings toward this section of the story.

4. Between the members of your group, act out the "parade to town" and the picnic scenes outside the courthouse (found on pages 160-164). Three of the group's members should play Scout, Jem, and Dill, and the rest should play the townspeople headed for the trial, and picnicing on the square. Again, use your imaginations and add some personal touches to your interpretations.

Teaching Notes for Role Play Activities

*These role play assignments will be listed on index cards, with each individual role play listed on a single card. The cards can then either be selected randomly by the student groups, or the instructor can assign a particular role play to a particular group, depending on difficulty level of the role play and the abilities of each individual group.

*The order of the role plays on this list does not represent a chronological sequence of events from the book; instead, it represents the level of difficulty (or challenge) the role play represents. Numbers 1 and 3 will require the most forethought and understanding of the story, while 2 and 4 can be done strictly from the book, if necessary. They can be performed in the above order, a reverse order, by level of difficulty (4-2-3-1), or in an adjusted chronological order.

SOURCE: Bolakowski, Stacia M. Personal Files
Lee, Harper. To Kill A Mockingbird, pp. 158-219.

B. **Character Essay Assignment**

Based on the chapters read and discussed so far in To Kill A Mockingbird, select your favorite character, and explain why this character is your favorite. You will want to cite specific events that the character is involved in, or actual descriptive passages which help to spiritually define or physically describe your favorite character. This assignment should be 1-2 handwritten pages in length, and is due on Day 10 of the unit, along with this sheet containing your personal notes on the character. Happy selecting!

Notes on my favorite character (include descriptions, specific incidents, etc.):

Rationale: Computer Section

The purpose of the computer section of the unit plan is twofold: first, the program materials will give all of the students a "one-on-one"--based interaction with the basic structures of the novel; second, the program activities will also give students more time to work on the creative aspects of the unit without suffering because of lack of knowledge or understanding.

The computer program consists of review questions over the different chapters of the novel, with each of the thirty-one chapters divided into equal and/or corresponding groups. With each group, however, the questions tend to reach different levels of thinking skills in order to determine whether or not the student is understanding the material and its sometimes underlying meaning, not just regurgitating words off of the page. The students will be required to run the program, and then answer the questions for the particular segment they are running to turn in for credit. The final segment of the program, called "Creative Me" (the student's name will replace the "Me" when the program is run) explains the purpose of this creative segment (in student terms), and gives them a simple rundown of what will be expected of them in the projects, as well as the "titles" of the different projects, and where further information (and the actual

project sheets) can be found.

The following pages give examples of a questionnaire and orientation worksheets developed to accompany this unit.

Computer Activities -- Examples

A. Outline of Computer Activities

I. Orientation

- A. Worksheets/Introduction to the Apple II
- B. Teacher instruction over available word processing program.
- C. Hands on experience and practice using the computer
- D. Quest over the orientation section

II. The Review Program

- A. Teacher instruction over program
- B. Experience and practice with the program
- C. Complete review questions on program

III. Application of the Review Program

- A. Helpful in working on "Creative Me" projects
- B. Helpful in completing other activities (i.e. role plays, essays)
- C. Helpful in understanding the material in the novel for those students who have difficulty reading it.

B. STUDENT SURVEY OF COMPUTER USE

1. Have you ever worked on a personal computer before?
_____ YES _____ NO
2. If NO, why not? (Check ONE answer):
_____ Computers are not accessible to me.
_____ I have never been trained in computers.
_____ I'm afraid to use computers.
_____ I have no interest in learning about computers.
_____ Other (Please explain)
3. If YES, how much experience have you had with computers?
_____ I just started (1-2 weeks).
_____ I have a computer class this semester.
_____ I have taken a computer class while in high school
_____ I am very experienced (1-3 years)
4. If YES, where did you gain your experience?
_____ In a class here at school
_____ A college-level class
_____ I taught myself
_____ My family owns a PC, and we learned together
_____ In a class setting like this one (i.e. math, science)
_____ Other (please explain)
5. In a sentence or two, give your honest opinion about possibly using computers in this literature unit over To Kill A Mockingbird.

C. Worksheet: Introduction to the Apple Computer

WELCOME TO THE WORLD OF COMPUTERS!

By completing this introductory section on the Apple computer, you should learn the following things:

1. How to safely turn on/off the computer.
2. How to start up a program/disc in the computer.
3. How to operate the keyboard functions in order to use the computer to your best advantage.

LET'S GET STARTED!

1. First, with your partner, get a good "look" at the computer, and answer the following questions in the space provided:

- a) Where is the on/off switch for the computer? the video screen? (Note: DON'T TURN ANYTHING ON YET!)
- b) What keys are on this keyboard that aren't normally on a regular typewriter keyboard?
- c) Where are the disc drives located?

2. Now, take the computer disc you have been given (titled Apple Presents...Apple) and take it out of its folder. BE CAREFUL! Floppy discs are very sensitive to heat, dirt, and magnetic fields, so when it is not being used, place it back in its folder and on the desk.

3. Open the door of the disc drive marked "Drive 1," and slide the disc into the slot label side up. Now close the door of the disc drive. Make sure that the disc is completely in the drive; if it isn't, chances are that it will be ruined when the disc drive is activated when the computer is turned on. The best indication of this is found in closing the door of the drive -- if it won't close, the disc is not in its proper place.

4. Now, turn on the video screen (also known as the CRT) and the computer using the switches that you located earlier. You should hear a "beep" and a slight grinding sound, which is the disc drive "booting," or activating, the disc. A red light will also come on on the disc drive; NEVER TAKE A DISC OUT OF ANY DRIVE WHEN THIS WARNING LIGHT IS ON! It will either damage or ruin the materials on the disc. Only remove the disc once you have "quit" the lesson, or after the

computer is turned off.

5. Your CRT screen should now show you an introductory screen titled Apple Presents...Apple. The program, as you continue to operate it, will guide you in how the computer functions. Don't worry! You cannot ruin anything on this program unless you try to remove the disc when the drive is operating. Just relax, follow the "friendly" program, and answer all of the following questions in the spaces provided. Turn in this worksheet when you are finished. If you have any questions, please ask me before going on. Have fun!

NOTE: After you complete this section, go on and experiment with the SuperPILOT program dealing with To Kill A Mockingbird and the word processing program available in this lab. Follow the same basic procedure that you used in setting up this program, and ask me for assistance when you have everything set up and ready to go. There will be no worksheet questions to answer for these programs, but have a basic knowledge of how they are run; these areas will be covered on the "quest" given on Day 5.

Questions: Apple Presents...Apple Program

Directions: Answer the following questions over the computer program Apple Presents...Apple using complete, clear sentences. NO CREDIT WILL BE GIVEN TO WORK DONE IN ANY OTHER MANNER.

1. What is the main purpose of this program?
2. What is the <RETURN> key used for?
3. What is a cursor? What does it do?
4. What happens if you leave your finger on a key for too long?
5. How can a user correct typing errors? Briefly explain how these keys work.

6. What is a menu?
7. What results from an "early <RETURN>"?
8. What is the main difference between a shift key and a CAPS LOCK key?
9. What is the main function of the left and right arrow keys?
10. Why must a computer user differentiate between the symbols "0" (zero) and "O" (the letter "o") on the keyboard?
11. What does CONTROL G do when you press it when running the "Apple Presents...Apple" program?
12. What is the main purpose of the CONTROL key?
13. Which key is the HELP key? What does it do?

14. What is the most common way to get out of a runaway program? What other key/combination of keys can be used?
15. What is the RESET key? (*REMEMBER, don't touch it now!!*)
16. What is a "friendly" program?
17. What is an "unfriendly" program?
18. What four steps should you check if your program does not cooperate with you when you run it?
19. What is a box cursor?
20. Why is the blinking underline the most powerful cursor?
21. What should a user do if he/she has no instructions on the screen when he/she starts a program?

22. In reference to #21, what instruction should a user type when he/she wants to execute a program in this mode?

23. Briefly explain the Quick Sketch section of the "Apple Presents...Apple" program.

****TURN THIS IN TO YOUR TEACHER WHEN YOU ARE FINISHED!!****

D. Quest over Apple Computer Unit

1. (5 points) What were the **three** main purposes for completing the introductory section for the Apple computers?

2. (10 points) Briefly define the following terms from the introductory program, lecture, and worksheets. You must use complete sentences, or no credit will be given!
 - A) CRT:

 - B) Control C:

 - C) Disc Drive:

 - D) "User Friendly":

 - E) Menu:

3. (5 points) List and explain the four steps that a computer user should check if his/her computer program does not cooperate with what he/she wants it to do.

Rationale: "Creative Me" Section

The purpose of the "Creative Me" section of the unit is to allow and encourage all students in the classroom, despite their achievement or interest level, to pursue and complete a series of somewhat structured, individual writing projects which will complement the students' growing "divergent" knowledge of the novel and draw on the assistance of the review program. The students' first experience with the "Creative Me" segment will be through the introductory information provided about it at the end of the review program; it will contain an overview of the "Creative Me" concept, what is expected of the student in terms of the project materials to be graded, the titles of the individual projects, and where the project folders can be found in the classroom. After this introduction, the instructor will give any further needed explanation, as well as more detailed instructions and specific project deadlines. From that point on, it will be up to the individual student (or student groups, depending on the project) to complete the projects using the guidelines given, as well as his/her own judgment.

The students will each be required to turn in two "Short Option" projects (from a choice of four options) and one "Long Option" project (from a choice of two options) over the last three weeks of the unit (they will have a total of four

weeks in and out of class to complete the three projects). Students will also be encouraged to help each other with ideas for the projects (although plagiarism will not be tolerated!), and to consult their answers to the review program questions in order to gain more insight and knowledge as well as specific details from the novel to create and demonstrate their writing abilities.

The following is a list of the "Creative Me" projects developed for this unit over To Kill a Mockingbird (Complete examples of each project outline can be found on the proceeding pages):

*Long Option 1: Theme Paper (p.41)

*Long Option 2: Headlines and Newspaper Articles
(p.42-43)

*Short Option 1: Building Characterization (p.44)

*Short Option 2: Fictitious Meeting (p.45)

*Short Option 3: Letters That Cannot Be Sent (p.46)

*Short Option 4: Paraphrasing Literature (pp.47-49)

Creative Me Projects

A. "Creative Me" Project -- Long Option 1

Write a 3-4 page (typed) essay using ONE of the following essay topics covered by the novel To Kill A Mockingbird:

1. Compare and/or contrast the characters of Calpurnia and Miss Maudie. Be sure to cite specific incidents or character traits which will support your more general observations. Once you have completed your comparison/contrast, discuss what purposes the two women had in the novel.
2. Discuss ONE of the following major themes of To Kill A Mockingbird: love, prejudice, or hypocrisy. Explain how these topics are essential to understanding the novel as a whole, and be sure to cite specific examples (at least THREE) which support your chosen theme.
3. What ideas can a reader learn about justice -- fair play AND fair treatment -- from the courtroom scenes? Write an essay based on your findings and observations: **DO NOT WRITE A SYNOPSIS OF TOM ROBINSON'S TRIAL!** Again, include specific examples to back up your ideas.

Outside of the novel, you may also use any topics from classroom discussion OR from the computer program questions which will also support or develop your essay.

SOURCES: Bolakowski, Stacia M. Personal Files
How Do You "Do": General Suggestions and Specific Units for Secondary English. Tucson Public Schools, Tucson, Arizona, p. 45.

B. "Creative Me" Project -- Long Option 2

****NOTE:** This project can be an individual or multiple-person project (no more than **THREE** people per group, please!).

HEADLINES AND NEWSPAPER ARTICLES

1. Imagine yourself (or selves) as (a) headline writer(s) for any FIVE of the many incidents in To Kill A Mockingbird that would not have normally be reported in a newspaper (i.e. Jem and Scout attending Calpurnia's church, Aunt Alexandra and Scout's relationship, etc.). You may want to check the examples included in this folder for some creative ideas, or you can consult other newspapers located in the school library, local library, or your home for ideas.
2. Once you have created (AND revised!) your headlines, "transform" yourself (or selves) into newspaper reporters and write newspaper stories to go with your headlines. Make sure that you have your facts "straight" according to the novel and your perceptions of it. Be sure to keep the following guidelines in mind while working on this part of the project:
 - a) Make sure that you keep your articles in realistic proportion.
 - b) Be true to the events that you are reporting and to the audience you choose to report to (you may either choose your classmates OR the citizens of Maycomb County when To Kill A Mockingbird takes place).
3. There is no minimum or maximum length that any of the five articles must be; just be sure to adequately cover the events you choose.
4. You may want to consult the lessons that you have completed to date on the computer program to help you get started with event ideas.

OPTIONAL: If you wish, you may fashion your completed headlines and articles/stories in newspaper form, giving your paper a name, including other news articles or "blurbs" of historical significance, etc. Again, consult the examples in the folder or in other newspaper sources, and see me if you have any questions.

SOURCES: Bolakowski, Stacia M. Personal Files
Christian, Barbara. Creative Escapes: Adventures in Writing for Grades 7-12, pp. 113-115.
Ziegler, Alan. The Writing Workshop, Vol. 2, p. 137.

Notes for Headlines and Story Ideas:

C. "Creative Me" Project -- Short Option 1

*Select ONE of the following lists of characters from the novel To Kill A Mockingbird, and define each of the characters in the list using the following criteria:

1) Describe the physical characteristics of the character (if none are specifically stated, infer as well as you can based on other information given to you in the novel).

2) Tell when the reader first meets the character in question, and how his/her initial entrance into the novel is significant to the story.

3) Describe your overall impression of the character based on the information you supplied for 1) and 2).

Then, after defining each of the characters in your list, in a **SHORT** (less than **ONE** page) essay, explain the **ONE** basic relationship which exists between the members in the list you selected. It is also a good idea to consult the computer program lessons that you have completed to date to help you define your characters. Please see me if you have any questions.

LIST 1	*	LIST 2
1. Jem Finch	*	1. Bob Ewell
2. Scout Finch	*	2. Miss Stephanie
3. Dill Harris	*	3. Mayella Ewell
4. Boo Radley	*	4. Miss Gates
5. Miss Maudie	*	5. Mrs. Dubose
6. Atticus Finch	*	6. Mr. Avery
7. Uncle Jack Finch	*	7. Nathan Radley
8. Dolphus Raymond	*	8. Judge Taylor
9. Tom Robinson	*	9. Aunt Alexandra
10. Heck Tate	*	10. Mrs. Merriwether

SOURCE: Bolakowski, Stacia M. Personal Files

D. "Creative Me" Project -- Short Option 2

Fictitious Meeting

*Select ONE of the following characters from the novel To Kill A Mockingbird:

- 1) Atticus Finch
- 2) Scout Finch
- 3) Tom Robinson
- 4) Bob Ewell
- 5) Boo Radley
- 6) Calpurnia

*Now, in short story or dialogue (Conversation between two people) form, bring your selected character into a situation in which he or she would **MEET YOU** (i.e. Scout may meet you in the school cafeteria, Calpurnia in the local grocery store, etc.) and you would talk. Consider the following questions before and during your writing: What would you talk about? How would you picture your chosen character in a situation more familiar to you, and how might that character see you? Would your character be any different in person than he or she is in the novel? Your short story or dialogue should not exceed more than **THREE** handwritten pages. Good luck, and have fun meeting this new friend!

****REMEMBER**, this is either to be written in short story or dialogue form. **DO NOT DO A "CHARACTER SKETCH" OR MERELY DESCRIBE HIM OR HER AS THE NOVEL DOES!!** Use your imagination! This assignment should reflect **YOUR** impressions as well as the novel's descriptions if you were to meet this person in real life.

SOURCE: Bolakowski, Stacia M. Personal Files
Ziegler, Alan. The Writing Workshop, Vol. 2, p. 114.

E. "Creative Me" Project -- Short Option 3

Letters That Cannot Be Sent

*Selecting ANY character from the novel To Kill A Mockingbird, write a letter to this character as if you knew him or her in real life (See "Short Option 2" folder for supplemental information). Your letter must focus on one of the following topics:

- 1) Pretend that you are a former citizen of Maycomb County who recently moved, and inquire about the Tom Robinson trial. Keep in mind at all times the character you are dealing with in this letter, and his or her role in and feelings on the entire matter.
- 2) Like Dill, you recently spent some time in Maycomb County during your summer vacation. Write to your selected character as if he or she were a dear friend and you were just writing to "keep in touch."
- 3) Make yourself an imaginary part of any scene in the novel, and pretend that you had to leave town before the particular situation resolved or ended, and you wanted to find out what happened.

*This assignment should be anywhere from 1-3 pages in length, and it **MUST** be written in proper letter form. For example:

November 21, 19--

Dear Scout,

How are you? I'm just fine. What did you do to Walter Cunningham after he embarrassed you on your first day of school?...

Your friend,
Sally

SOURCE: Bolakowski, Stacia M. Personal Files
Ziegler, Alan. The Writing Workshop, Vol. 2, pp.
123-128

F. "Creative Me" Project -- Short Option 4

Paraphrasing Literature

*WHAT IS PARAPHRASING?

Paraphrasing is taking a specific section of writing (often literature) and rewriting it in a different way, usually the way you can best understand it.

*For this assignment, you will select one of the following passages or chapters from the novel To Kill A Mockingbird and paraphrase it; that is, rewrite it in order to achieve a better understanding of that particular section. Here are your choices:

- 1) Pages 47-50. Start with the paragraph which begins, "In summer time, twilights...", and end with the paragraph which ends, "I liked it very much." This passage is a conversation between Miss Maudie and Scout about Boo Radley.
- 2) Pages 85-86. Start with the first FULL paragraph on page 85, and end with the sentence, "He also said that Aunt Alexandra didn't understand girls much, she'd never had one."
- 3) Page 131. Start with the 5th FULL paragraph on the page which begins, "When she settled in with us...", and end with the last sentence of that paragraph.
- 4) ALL of Chapter 19 (Tom Robinson's testimony).

*In order to complete the assignment correctly, please follow and DO these procedures:

1. Look up all of the words that you don't understand, and write definitions for them.
2. Make a list of all of the ideas you must maintain in your own version of the passage.
3. Rewrite the ideas, using your OWN words and referring to the definitions you found for ideas on how to simplify the vocabulary.
4. Proofread and compare your passage to the original to make sure both versions essentially say the same thing.
5. Refer to the attached sheet of sample paraphrases from other works of literature in order to help you get started.

*In order to receive **ANY** credit for this assignment, make sure that you turn in **EVERYTHING** you have completed for this project (definitions, lists, final paraphrase).

SOURCE: Bolakowski, Stacia M. Personal Files
Christian, Barbara. Creative Escapes: Adventures in Writing for Grades 7-12, pp. 115-118.

NOTE: The sample paraphrases on the following page are taken from the Christian text.

Notes for Paraphrasing Literature Activity:

Sample Paraphrases for "Creative Me" Short Option 4

Hamlet, I,i, 23-28

ORIGINAL TEXT

Horatio says 'tis but our fantasy
 And will not let belief take hold of him
 Touching this dreaded sight, twice seen of us;
 Therefore I have entreated him along
 With us to watch the minutes of this night,
 That if again this apparition come,
 He may approve our eyes and speak to it.

PARAPHRASED TEXT 1

Horatio says we're imagining this awful thing and won't believe we've seen it twice. So, I've asked him to accompany us on watch tonight, so if the ghost appears, he will believe us and talk to it.

PARAPHRASED TEXT 2

Hey, man, that Horatio dude don't believe we've seen this here ghost two times; he thinks we're on a trip. Well, I says to him, you stay up with us tonight, an' if the ghost comes, you take him on.

"Barn Burning" by William Faulkner

ORIGINAL TEXT

Then he was moving, running, outside the house, toward the stable; this the old habit, the old blood which he had not been permitted to choose for himself, which had been bequeathed him will nilly and which he had run for so long (and who knew where, battenning on what of outrage and savagery and lust) before it came to him. "I could keep on," he thought. "I could run on and on and never look back, never need to see his face again. Only I can't. I can't," the rusted can in his hand now, the liquid splashing in it as he ran back to the house and into it, into the sound of his mother's weeping in the next room, and handed the can to his father.

PARAPHRASED TEXT

Then he was running to the stable, moved by his old habits and blood loyalty. (Who knew what kinds of people had shared this blood in the shadowy past?) He thought about running away from his father, but he couldn't make himself do it. He ran back to the house with the corroded, sloshing can and gave it to his father. His mother was crying in the next room.

Rationale: Evaluation of Student Progress

The purposes of providing a series of quizzes, tests, and other review materials along with the other activities and materials previously mentioned in this unit is not only to gather information in order to rate student progress, but it is also used to see whether or not the students are actually reading the novel and not just "getting by" through the review program. Unfortunately, one of the disadvantages of providing such a program for student use is that their first genuine instinct is to take advantage of a good thing; therefore, some of the following evaluative measures have to be "picky" -- at least by the students' standards. Many of the quiz, test, and test review questions require very close reading of the novel -- something that the review program cannot help any student with. These evaluative measures will also help "even" out an unbalanced grade due to luck or simple ingenuity on the review program or writing sections of the unit. Again, the following evaluative activities are not meant to disadvantage any student participating in the unit; they are simply meant to see if the students are doing all of the work required. And if they are not, maybe these activities will be enough to motivate them to do better.